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ABSTRACT

Results of a survey of the practices of colleges in regard to the acceptance of the College Entrance Examination Board Advanced Placement and transferability of college credits earned while in high school are reported. Survey questions were designed to evaluate and group the college practices into categories that would enable counselors and students to better question the practices of individual colleges when needed. A modified probability sample of U.S. colleges, with greater emphasis on the Commonwealth of Pennsylvania, consisted of 175 institutions. There were 150 four-year institutions and 25 two-year institutions, and 65 of the four-year colleges were from Pennsylvania. Colleges/universities were asked to respond anonymously to help avoid bias. Questions concerned waiving of courses vs. credit granting, formal policies concerning the evaluation for advanced placement, and transfer of college credits. Findings indicate that most colleges accept advanced placements, although their policies vary greatly. Suggestions are offered for students who wish to receive advanced placement and/or transfer credit. (SW)

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PRACTICES INVOLVING CEEB ADVANCED PLACEMENT
AND
TRANSFER OF COLLEGE CREDIT EARNED IN HIGH SCHOOL

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PURPOSE OF THE STUDY

Results of a survey of the practices of colleges in regards to the acceptance of the CEEB Advanced Placement and transferability of college credits earned while in high school are reported in the following study. Questions included in this survey were meant to evaluate and group the college practices into categories enabling counselors and students to better question the practices of individual colleges when they need to do so.

RESEARCH PROCEDURE

The Sample. The sample designed for this survey is a modified probability sample of the nation with greater emphasis on the Commonwealth of Pennsylvania. It includes 175 colleges and universities in the United States. The group of colleges is comprised of 150 four year institutions and 25 two year institutions. Since the survey was done in Pennsylvania, 65 of the commonwealths 97 four year colleges were utilized. The remaining colleges were chosen at random using the Tenth Edition of Barron's Profiles of American Colleges. In all, thirty states are represented, with the states neighboring Pennsylvania being represented more frequently. The total respondents which were used to generate the percentages listed in the study were 106 four year institutions and 16 two year colleges. This represents 70.5% of the total four year institutions and 64% of the two year institutions being sent the questionnaire. A list of institutions being sent the survey is available on request from the author.

The Interviewing Form. All the questions included in the survey instrument were formed by the author. Colleges/Universities were asked to respond anonymously to help avoid bias. This was considered an important factor, as many institutions do not have a formal policy concerning Advanced Placement, or if they do, it is subject to interpretation for each individual student.

The Report. In the tables that follow, 4 year and 2 year institutions and their responses have been listed separately. To avoid confusion they have been marked as such prior to the response. Where the sum of the percentages total to greater/less than 100% it is due to rounding off.

WAIVING OF COURSES vs. CREDIT GRANTING

Many institutions of higher education allow for the waiving of a particular college course should a student present the institution with an acceptable grade. This waiving of a course does not imply the granting of college credit towards graduation, but rather just exemption from a course a student "already had" in high school.

Many students and counselors have a misconceived notion that waiving is synonymous with credit granting. The comparison between question 1 and 2 should raise additional questions that should be posed to admissions offices. This is particularly relevant as more colleges say that they will grant credit than will waive courses. Does this mean that they (the colleges) will grant you credit but will still make you take the course?

The questions are:

1. A. IN YOUR COLLEGE OR UNIVERSITY POLICY, DOES THE ADVANCED PLACEMENT TEST ALLOW FOR THE WAIVING OF A PARTICULAR COLLEGE COURSE?

	<u>4yr/2yr</u>	<u>4yr/2yr</u>
yes -	79%/44%	no - 21%/56%

- B. WHAT GRADE ON THE AP TEST ALLOWS FOR THIS WAIVING PROCEDURE?

	<u>4yr/2yr</u>	<u>4yr/2yr</u>
4 or above	17% -	Individual Dept. Decide 6%/28%
3 or above	54%/57%	Depends on course 22% -
2 or above	1%/15%	

- C. OUT OF ALL THE STUDENTS WHO MEET THE CRITERIA IN 1"B", WHAT PERCENTAGE OF STUDENTS DO NOT RECEIVE PERMISSION TO WAIVE THAT COURSE?

	<u>4yr/2yr</u>	<u>4yr/2yr</u>
All receive waiving	51%/50%	Departments Decide 8% -
A small percent do not	9% -	Depends on course 11% -
1/3 do not	2%/12%	Unknown 19%/38%

D. WHAT IS THE MAXIMUM NUMBER OF COURSES THAT YOU WILL WAIVE FOR A STUDENT?

	<u>4yr/2yr</u>		<u>4yr/2yr</u>		<u>4yr/2yr</u>
No Maximum	30%/17%	No Policy	2%/-	12 to 24	13%/17%
No Response	7%/-	Departments Decide	9%/-	27 to 30	16%/33%
Negotiable	4%/-	Only Math & English	1%/-	32 to 60	13%/17%
Not Available	1%/16%	3 to 9	4%/-		
		* * *			

2. A. IN YOUR COLLEGE OR UNIVERSITY POLICY, DOES THE AP TEST ALLOW FOR THE GRANTING OF COLLEGE CREDIT WHICH WOULD COUNT TOWARDS GRADUATION?

<u>4yr/2yr</u>	<u>4yr/2yr</u>
yes - 90%/62%	no - 10%/38%

B. WHAT GRADE ON THE AP TEST ALLOWS FOR THIS:

<u>4yr/2yr</u>	<u>4yr/2yr</u>
5 1%/-	2 or above 1%/15%
4 or above 17%/-	Individual Dept. Decide 2%/28%
3 or above 53%/57%	Depends on Course 28%/-

C. OUT OF ALL THE STUDENTS WHO MEET THE CRITERIA IN 2"B", WHAT PERCENTAGE OF STUDENTS DO NOT RECEIVE CREDIT TOWARDS GRADUATION?

	<u>4yr/2yr</u>	<u>4yr/2yr</u>
All receive credit	52%/50%	Department Decides 7%/-
Small percentage do not	9%/-	Depends on course 7%/-
1/2 do not	3%/12%	Unknown 20%/38%

D. WHAT IS THE MAXIMUM NUMBER OF CREDITS THAT YOU WILL GRANT FOR THESE STUDENTS?

	<u>4yr/2yr</u>	<u>4yr/2yr</u>	<u>4yr/2yr</u>
No Maximum	27%/17%	Not Available	2%/16% 20 to 27 9%/-
No Response	6%/-	No Policy	4%/- 28 to 45 24%/50%
Negotiable	9%/-	3 to 16	9%/17% 48 to 66 8%/-

FORMAL POLICY

It was thought that most institutions would have a formal policy outlining their procedures concerning the evaluation for Advanced Placement. The results of the survey agreed with this assumption, but what makes the issue interesting is where the formal policy is located and/or what the policy may be.

The question that had been asked reads as follows:

1. A. DOES YOUR SCHOOL HAVE A FORMAL POLICY WHICH OUTLINES THE CRITERIA FOR EVALUATION OF AP SCORES?

<u>4yr/2yr</u>	<u>4yr/2yr</u>
yes - 76%/81%	no - 24%/19%

- B. IF "YES", WHERE MAY IT BE FOUND?

	<u>4yr/2yr</u>		<u>4yr/2yr</u>
Office of Admissions	17%/38%	AP Bulletin by CEEB	4%/-
Catalog	50%/46%	Registrar	1%/-
Do not accept AP	8%/16%	College Policy Manual	1%/-
By Department	10%/-	Faculty Register	2%/-
Deans Office	6%/-	ETS Service Manual	1%/-

Analysis of the data shows that almost half of the institutions responded that information as to their "formal policy on AP" could be found in their college catalog. Inspection of 45 randomly selected college catalogs (the 45 were part of the 175 originally chosen), found the following: A formal outline was offered in 7 catalogs, a short paragraph stating the college "may" accept CEEB - AP was mentioned in 18 catalogs, 10 college catalogs stated AP was up to the individual department, 4 catalogs recommended Advanced Placement but failed to say how to obtain it, and 5 catalogs had no mention of Advanced Placement. It is interesting to note that one college said that they accept Advanced Placement but required the student to pay the standard fee for the credits they grant.

TRANSFER OF COLLEGE CREDITS

Many high school students in their senior year take college courses as part of their high school program. These students receive a grade and transcript from the sponsoring college at the conclusion of the course. This question was designed to assess the transferability of this college credit earned while in high school and was asked in the following manner:

1. A. WHAT PERCENTAGE OF STUDENTS WHO PRESENT TRANSCRIPTS OF COLLEGE CREDIT FROM ANOTHER COLLEGE, TAKEN DURING HIGH SCHOOL FOR COLLEGE AND HIGH SCHOOL CREDIT, WILL RECEIVE CREDIT TOWARDS GRADUATION?

	<u>4yr/2yr</u>		<u>4yr/2yr</u>
All received credit	52%/50%	A small % received credit	3%/-
All (if have common course)	14%/19%	None received credit	8%/-
A large % received credit	16%/-	Unknown	7%/-

- B. WHAT GRADE WILL YOU ACCEPT FOR THIS TYPE OF CREDIT?

	<u>4yr/2yr</u>		<u>4yr/2yr</u>
B or better	4%/-	Negotiable	2%/-
C or better	75%/69%	No Response	10%/15%
D or better	9%/16%		

- C. WHAT IS THE MAXIMUM NUMBER OF CREDITS THAT WOULD BE TRANSFERRED TO YOUR COLLEGE FROM ANOTHER COLLEGE USING THE CRITERIA IN 1 "A" AS THE GUIDE?

	<u>4yr/2yr</u>		<u>4yr/2yr</u>
No Maximum	37%/-	Negotiable	10%/-
More than 60 credits	15%/-	None Allowed	1%/-
30 to 60 credits	26%/85%	No Response	5%/15%
6 to 20 credits	6%/-		

CONCLUSIONS

First and possibly foremost is that even though the data shows that most colleges "accept" Advanced Placements, their policies vary greatly. It is imperative that should one choose the CEEB-AP method, as a head start on college, they should obtain a statement in writing from the college they wish to attend containing the college policy concerning the granting of credit using this method.

Second, when making a decision don't just read the policies governing Advanced Placement and/or transfer credit. It seems that specific policies affect individual students differently. Therefore, it is of great importance that one read between the lines of an admissions catalog or speak directly to the right admissions counselor so that the policy they are quoted will, in fact, be the policy which will pertain to them at the time of admission.

Third, the data presents a revealing fact concerning students who do not receive credit for their AP courses while in high school. The data collected states that approximately 50% received credit or waiving, which still leaves another 50% unaccounted for. For this 50%, a sincere test of their patience may be given when applying to a college for action on their AP courses.

Fourth, it is important to recognize the relative ease for the transferability of college credits between institutions.

Fifth, both the AP program and the taking of college courses while in high school offer more than just a head start in college. These courses provide a challenge for high school students and an educational atmosphere different than that which they are accustomed to, and finally, even if a head start is not their concern, they still may wish to try either or both of these programs.